

Levy Oversight Committee Agenda

Tuesday, January 17, 2006

4:00 – 5:30 p.m.

Norman B. Rice Conference Room

Mayor's Office

7th Floor, City Hall

Meeting Goals

- **To update LOC on Superintendent's Committee Recommendations**
- **To review Levy Baseline Report**
- **To review Early Learning Compensation Project Proposal**

4:00 pm	Welcome and Introductions	Tim Ceis
4:05	Approval of Minutes of November 15, 2005	Tim Ceis
4:10	Update on Superintendent's Committee	Mary Jean Ryan
4:20	Levy Baseline Report	Jessica de Barros
5:00	Early Learning Compensation Project	Billie Young
5:15	Update on Levy II Underspend	Holly Miller
5:30	Adjourn	Tim Ceis

Next Meetings

February 28: 1:00 – 3:00 p.m.
(tour of Madison MS Innovation Site)
March 21: 4:00 – 5:30 p.m.

Handouts

Minutes of 11/15/05 LOC Meeting
Levy Baseline Report
Early Learning Compensation
Project Proposal



DRAFT

**FAMILIES AND EDUCATION LEVY
LEVY OVERSIGHT COMMITTEE**
Tuesday, November 15, 2005 • 4:00–5:30 p.m.
Room 370, City Hall



MINUTES

MEMBERS PRESENT: Someireh Amirfaiz, Councilmember David Della, Kris Hildebrandt, Antonio Hopson, Jan Kumasaka, Debra Sullivan

OTHERS PRESENT: Linwood Carlson (Seattle Public Schools), Jessica de Barros (Office of Policy & Management), Fausto DeGuzman (HSD), Enrique Gonzalez (El Centro de la Raza), Donnie Grabowski (Office for Education), Terry Hayes (HSD), Donna Hudson (Parks), Ruth McFadden (SPS), Patricia McInturff (Human Services Department), Holly Miller (Office for Education), Patti Petesch (Parks), Robin Pfoman (Public Health), Debra Pigott (Atlantic Street Center), Liezl Tomas Rebugio (HSD), Sid Sidorowicz (Office for Education), Marcus Stubblefield (SafeFutures Youth Center), Samon Thach (SafeFutures Youth Center), Peter Tsai (Center for Career Alternatives), Blak Washington (Powerful Voices)

Councilmember David Della called the meeting to order. The minutes from the October 18, 2005 meeting were approved with no objections.

Terry Hayes introduced staff and case managers from the Seattle Team for Youth (STFY) program: Fausto DeGuzman, Liezl Tomas Rebugio, Debra Pigott, Enrique Gonzalez, Samon Thach and Blak Washington. STFY started as a gang intervention program, with support from a federal grant. In the 1997 Families and Education Levy, the goal of academic achievement was added to the program. In the new 2004 Levy, the program changed its focus entirely to academic achievement. The program is ethnic-specific, attempting as much as possible to match case managers with students of the same ethnicity.

Deborah Sullivan asked if youth have to meet all program requirements. Youth must be referred to the program and their eligibility is then assessed. Antonio Hopson asked how often STFY is not able to match the ethnicities of case managers and youth. This happens occasionally, but it is usually not a problem.

STFY staff next described a series of tables and charts showing data on STFY students. The program is particularly focusing on Native American, African American and Latino students as these groups of students have the highest disproportionate dropout rates. That is, for these groups of students, there are dramatic differences between the percentage of students who drop out, and the percentage the group comprises in the total District population. For example, 33.6% of African American students dropped out of school in 2003-04, yet the group only makes up 22.9% of all students.

F. DeGuzman described the Request for Investment Process. STFY hired 18 case managers this year from 9 agencies. They included a new incentive in the contracts: agencies receive \$60,000 in the form of a bonus if students meet the academic achievement target of passing the WASL.

Jan Kumasaka asked if many of the agencies had administered STFY in the past. There were three new agencies hired this year: Center for Career Alternatives, Consejo and Powerful Voices. Contracts provided for additional case managers for Latino youth. David Okimoto asked what measurement tools STFY was using to evaluate progress. Staff answered this question by describing the outcomes and indicators for the program. STFY expects 976 students to be referred to the program, and out of that number, for 535 students to stay in school and for 23 to meet the WASL standard. It was noted these targets are even higher than the targets in the Implementation Plan.

L. Carlson said the School District is excited by the program because it encourages re-enrolling in school, and working toward a diploma. Getting a GED is discouraged. F. DeGuzman agreed that the program's preference is re-enrollment.

D. Della asked if students who have already dropped out are included. T. Hayes said this is part of the contract requirements. He stated there is much innovation in STFY currently, including an advanced Management Information System. The greatest change, however, is the payment process, which puts power behind achieving outcomes.

A. Hopson asked what is the greatest challenge. T. Hayes stated it is probably the WASL outcomes. This first year is intended to establish a baseline for the program.

L. Rebugio said school buy-in and the referral process were the greatest challenges. It is hard to get meetings with administrators to introduce them to the role and benefits of STFY. Many organizations are trying to access students on campus. Staff need to emphasize how STFY will support the District's academic goals.

J. Kumasaka asked if the LOC could help facilitate meetings with administrators. L. Rebugio noted that meetings are continuing with principals, the Middle School Director has been helping, and health clinics have been supportive. She noted that the program has exceeded goals for school based referrals.

D. Okimoto asked about challenges working with Middle Schools. L. Rebugio explained that the program worked mostly with High School students in the past, and Middle School clients tended to be their siblings. A discussion followed about starting services at a younger age.

A. Hopson asked if STFY ever faced competition from other programs. This is a fairly unique program, and part of its strength is the cultural competency element. There are not many other options for youth.

Next, L. Rebugio introduced the STFY case managers. D. Pigott from Atlantic Street Center stated she was excited about the increased focus on academic achievement this year. She also reported she is working on partnerships with Seattle Public Schools, including the School Based Health Centers.

B. Washington described the work of Powerful Voices, working inside the juvenile detention center solely with girls. This program allows girls to talk about education when they are most

vulnerable. D. Della asked whether the agency helped girls in danger of being incarcerated. The program works with girls in three stages: in detention, out of detention and case management or youth employment.

S. Thach described his excitement about the program's focus on cultural competency. It is important case managers understand the community they serve and their languages.

E. Gonzales from El Centro de la Raza described his work with Latino youth at Sealth High School. He also has a close connection with Projecto Saber and receives many referrals from this program. He is not seen as an employee of the City but rather a community resource that bridges the gap between schools and community.

A. Hopson thanked the case managers and asked what the LOC could do to help them. D. Pigott replied that in addition to more funding, it would be helpful to begin work with middle school students as a preventative strategy. Middle school students need more support and they need to recognize the services available to youth. E. Gonzales stated principals should communicate more with City staff. B. Washington suggested promoting and marketing education to youth so education is more lucrative. S. Thach stated he would like more funding to hire case managers from additional ethnic groups, such as Ethiopian.

Lin Carlson stated now that the WASL is a graduation requirement, all high schools have special remedial services available. The state Learning Assistance Program helps all students at-risk of not passing the WASL. In addition, the BECCA law requires schools to develop student attendance plans for truant students. Lin was glad that STFY case managers could have access to the attendance records (with parent permission). STFY is an early intervention that helps solve problems at the school level.

D. Pigott stated she had worked with schools around truancy, and it is helpful to have a truancy officer in the school. She told a story of a student who was truant and then graduated.

D. Sullivan asked how much contact time case managers need with an at-risk youth. D. Pigott replied the agency can help a student from one to four years. J. Kumasaka remarked continuity is important between STFY, schools and counselors. The case managers agreed.

Someireh Amirfaiz asked for a more detailed breakdown of the "other Asian" and "other Southeast" ethnicities in the charts provided by STFY staff. She also asked whether "African American" included immigrants and refugees. Sid Sidorowicz stated the data collected by the city would include 19 ethnicity codes and language codes. The data will be available in November. He also noted if the number of students in a group is fewer than 10, the City is unable to report due to privacy issues.

Next, Holly Miller briefed the LOC on the Office for Education workplan.

Following this discussion, the meeting was adjourned.

Families and Education Levy

DRAFT: Early Learning Network: Early Childhood Professional Compensation Project

- Early Learning investments are focused in five areas: Step Ahead, a high quality preschool education program for low-income four-year olds; professional development for teachers serving children birth to five; a home-based literacy program for toddlers; kindergarten transition for preschoolers; and increased compensation for child care staff in Step Ahead programs to reduce turnover and reward professional development. Two Early Learning Networks—one in southeast and one in southwest Seattle—are being created to achieve greater gains for children and families than simply funding unconnected programs, and provide a structure for multiple stakeholders to combine their resources to expand early learning opportunities.
- Quality is assured in all Early Learning investments through the provision of services to children and families that are based on tested and effective practices. Course corrections are based on clear milestones, indicators, and progress toward School Readiness, Academic Achievement and Reduction of the Academic Achievement Gap results.

What Will the **Early Childhood Professional Compensation Project** Investment Buy?

- The goal of the **Early Childhood Professional Compensation Project** is to ensure high-quality early childhood education in child care programs serving children birth to three years old in southeast and southwest Seattle to prepare them for kindergarten and enhance long-term school success. Compensation Project funds will be invested in multi-year contracts for wages and benefits and structured as incentives for teachers and program supervisors to seek professional development thereby improving classroom skills.
 - Compensation Project funds will be invested in child care centers that have Step Ahead preschool classrooms for four-year olds whose parents earn 110 to 300% FPL. Funds can be used in three ways: to increase wages and reward staff for achieving professional development milestones; to expand benefits to all staff, including health care and paid leave; and for administrative costs, including technical assistance and training for directors on budget management and teacher retention.
 - Compensation Project providers will be selected based on participation in Step Ahead and submission of a proposal that is responsive to project guidelines and demonstrates their ability to achieve the Levy results.
 - Compensation Project funds will be used to reduce the wage gap between Step Ahead Pre-K teachers and teachers working with younger children, so that a consistently high level of quality early learning can be maintained throughout the program.
 - Compensation Project funds will build upon the Early Learning Network (ELN) investments in professional development for teachers of children, ages birth to three, and will ensure retention of excellent teachers in whom we have invested training funds.¹ These funds will also align with the proposed Quality Rating and Improvement System being developed by Washington Learns.
 - Funding is approximately \$213,000 per year and will be phased in through 2008.

Primary Population Served by **Early Childhood Professional Compensation Project** Investments:

- The primary population to be served by FEL investments in the **Early Childhood Professional Compensation Project** will be program supervisors and teachers of children, ages 0-3, who work in licensed child care programs that also have Step Ahead Preschool programs in southeast and southwest Seattle.

¹ The ELN is investing in professional development for teachers in southeast and southwest Seattle to improve their ability to prepare young children for kindergarten (In particular, this will allow teachers working with younger children (0-3) in centers that have ELN Pre-K classrooms to benefit from the FEL investment.).

Results to be Achieved through the **Early Childhood Professional Compensation Project** Investments:

- Investments in the **Early Childhood Professional Compensation Project** will contribute toward the city-wide targets for **School Readiness, Academic Achievement and Reduction of the Academic Achievement Gap**.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number and % school ready*	N/A*	N/A*	476 / 85%	600 / 85%	600 / 85%	600 / 85%	600 / 85%
Infant to 3-year-olds served by the Compensation Project	190	220	250	250	250	250	250
Percent of teachers who meet 65% of core standards on teacher practice components of the classroom assessment**	50	65	75	85	85	85	85

*The Compensation Project's effect on school readiness won't be seen until 2008

**This outcome is linked to the outcome for Professional Development investments for teachers of children birth-three but results will be reduced due to the lower education levels for these teachers

Targets will be updated annually based in interim results.

Indicators That Will Show Progress Toward the **Early Childhood Professional Compensation Project** Targets:

The following indicators will be tracked as evidence of teacher proficiency and staff retention:

- Classroom quality assessment scores
- Teachers who complete steps from their Professional Development Plan
- Staff turnover for the project, as a whole

Management and Phase-in of Programs, and Methodology for Selecting Providers, for **Early Childhood Professional Compensation Project**:

- All Early Learning investments will be managed by the Human Services Department (HSD).
- Step Ahead providers that serve children birth to three years old will submit a proposal for funding that demonstrates their ability to achieve the FEL results and agree to fully implement their compensation plan, including providing funds for wage increases beyond what is available in the compensation grant.
- Grants will be awarded competitively, but once awarded, will be renewable through 2011, as long as providers achieve outcomes, meet match requirements and remain Step Ahead providers in good standing. Funds will be invested using outcome-based contracts, with 25% of funds reserved for achievement of outcomes.
- Providers will be responsible for developing a compensation model and benefits plan, using HSD guidelines. They must agree to pay wage increases that the grant does not cover. Program supervisors can be included in compensation grants. Preschool staff may be included in benefits plans, to ensure equity across all staff. Directors may receive bonuses linked to achievement of outcomes.
- Individual staff professional development plans will be coordinated by Child Care Resources and their data base will be used to track progress and verify completion of these plans.
- Five percent of funds will be set-aside for evaluation, including classroom assessments.

Step Ahead Compensation Project Wage Ladder Guideline - **DRAFT**

Position	Years at Center	No HS or GED	HS/GED	STARS 20 Hrs	15 Credits in ECE or CD	30 Credits in ECE or Related Field	CDA or 45 Credits in Related Field	AA in ECE or 90 Credits in Related Field	BA in Field or Related field with add'l Credential	MA in Field or Related field with add'l Credential
Assistant	0	7.76	8.30	8.84	9.10	9.37	9.78	13.1		
	1	7.99	8.55	9.10	9.38	9.66	10.08	13.50		
	2	8.15	8.72	9.28	9.57	9.85	10.28	13.77		
	3	8.31	8.89	9.47	9.76	10.05	10.49	14.05		
	4	8.48	9.07	9.66	9.95	10.25	10.7	14.33		
	5	8.65	9.25	9.85	10.15	10.45	10.91	14.62		
Lead Teacher	0			9.16	9.44	9.72	10.15	15.36	17.46	20.95
	1			9.44	9.72	10.01	10.45	15.84	18.00	21.60
	2			9.62	9.92	10.21	10.66	16.16	18.36	22.03
	3			9.82	10.12	10.42	10.88	16.48	18.73	22.47
	4			10.01	10.32	10.62	11.09	16.81	19.10	22.92
	5			10.21	10.52	10.84	11.32	17.15	19.48	23.38
Program Supervisor	0					10.08	10.52	15.95	18.12	21.74
	1					10.38	10.84	16.42	18.66	22.39
	2					10.59	11.06	16.75	19.04	22.84
	3					10.80	11.28	17.09	19.42	23.30
	4					11.02	11.50	17.43	19.80	23.76
	5					11.24	11.73	17.78	20.20	24.24

*Compensation Project supports shaded area